

**Subject Leader Raising Aspirations Plan**

**Subject: RE**

**Academic year 2023 - 2024**

**Curriculum Annual Targets**

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| --- | --- |
| 1. Leadership and Management including Safeguarding | * Sort through evidence books to ensure there is coverage of all year groups * Monitor this year’s big books for coverage |
| 1. The quality of education   (Teaching, Learning and Assessment) | * Liaise with Linda to book different faith assemblies to support learning throughout the year * Set up competitions over the year within class to test the children’s knowledge of the basic principles of the different religions taught in school * Ensure the correct skills are being taught in each year group |
| 1. Personal Development. Behaviour and attitudes | * Liaise with the RE team (Lancs) with a view to raising the profile of RE in school * Pupil interviews and discussions with their classes big RE books |

Please refer to the Inspection Handbook for guidance.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

**Raising Aspirations Plan 2023 - 2024**

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| 1. **Leadership and Management including safeguarding**   **Sort through evidence books to ensure there is coverage of all year groups**  **Monitor this year’s big books for coverage** | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What is the data telling – can gaps be identified in an area/ year group and if so how are teachers being supported to pinpoint and accelerate knowing more and remembering more for all pupils. * How do teachers assess and make judgements on children’s RE knowledge and understanding? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
| **Actions for each half term**   * Check Aut 1 big books, | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | Week |  |  |  |
|  | | Week |  |  |  |
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| 1. **The quality of education**   **(Teaching, Learning and Assessment)**  **Liaise with Linda to book different faith assemblies to support learning throughout the year**  **Set up competitions over the year within class to test the children’s knowledge of the basic principles of the different religions taught in school**  **Ensure the correct skills are being taught in each year group** | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What does the subject look like across the school – coverage and standards? Is this information used to support high quality teaching and learning? * How do you know the teachers have a good knowledge of the subjects and that they present subject matter clearly in an interesting and engaging manner? * How is the curriculum coherently planned and sequenced to ensure strong cultural capital? * How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence? * How are more able pupils accessing and influencing the curriculum? * How do teachers assess and make judgements on children’s RE knowledge and understanding? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
| **Actions for each half term**   * Speak to Linda and organise assemblies * Christianity quiz prepared * Check skills on planning | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | | | | |
|  | | Week 14.9 |  |  |  |
|  | | Week |  |  |  |
|  | | Week |  |  |  |
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| 1. **Personal Development. Behaviour and attitudes**   **Liaise with the RE team (Lancs) with a view to raising the profile of RE in school**  **Pupil interviews and discussions with their classes big RE books** | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Do pupils behave as their best self in this subject? * Are standards as high as they are in core subjects? Why is this? * What are the pupils attitudes to the subject and how can these be further developed? * How do pupils develop resilience to setbacks and take pride in their achievements in this subject? | | | | |
| **Half-termly Milestones to Achieve Annual Targets**  **Aut 1 – pupil intervies** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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| --- | --- | --- | --- |
|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Spring Term Evaluation**

**Subject:**

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| --- | --- | --- | --- |
|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer Term Evaluation**

**Subject:**

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| --- | --- | --- | --- |
|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |